

COMPONENTS OF STATE TUTORING PROGRAM SPRING 08

The district/charter/tutor will:

- *Ensure instructional staff is comprised of highly qualified teachers as defined by NCLB. Tutors must provide copies of current HQ Attestations that demonstrate they are HQ as defined by NCLB in reading/language arts and/or mathematics.

For providers who are unable to find sufficient tutors who meet the demand, the following categories of personnel shall be used as tutors in the subjects as listed. Principals or Providers must complete a State Tutoring Program-Tutor Verification form for each of these tutors. They must maintain documentation that sufficient attempts to recruit HQ tutors were unsuccessful.

- Tutors for grade 7-12 students in math : (a) 12 credits in math and (b) bachelor's degree or college student
- Tutors for grade 7-12 students in English or Writing: (a) 12 credits in English/Language Arts and (b) bachelor's degree or college student
- Tutors for elementary school K-8 students or older special education students: (a) 12 credits in basic education content courses in English, social studies, math, science and bachelor's degree or (b) enrollees in teacher preparation programs
- HQ instructional aide (per Section 1119 of NCLB) employed by a school district or charter school

- *Ensure identification of the specific, remedial, standards-based skills and concepts for individual students.
- *Enter into a certificate of supplemental instruction with the parent using the form provided by ADE that includes:
 - A statement of the most important specific, remedial, standards-based skill and concept for the individual student;
 - Tutoring dates; tutor-parent communication, a provision about termination of the agreement;
 - Signatures of tutor and parent; in lieu of the latter, initials of school personnel who made parent contact is acceptable.
 - Signature of principal or administrator acknowledging that the identified skill was reasonable and whether the student showed improvement in that skill.
- *Ensure that documentation is available for monitoring to include the signed certificates of supplemental instruction, attendance records that cover session dates, duration and students present, HQ Attestations, State Tutoring Program- Tutor Verifications, and backup documentation for all tutors related to their qualifications (i.e. transcripts).
- *Acknowledge that the State Board of Education may remove a tutor if he/she fails to meet the stated level of academic improvement (A.R.S. 15-241Q) stated in Certificate of Supplemental Instruction.
- * Ensure that the maximum group size is one tutor to five students.
- *Provide instruction that is high quality, research-based, and specifically designed to increase academic achievement, especially in reading, writing, and/or mathematics.
- *Ensure the content, curriculum, and instructions used are aligned with the Arizona Academic Standards.
- *Ensure tutoring occurs from a tutor, either on-site or virtual, who can speak to the student in real time.
- *Ensure that skills practice on computer or worksheets must be secondary to person-to-person instruction.
- *Ensure that hours to be reimbursed are for a phone call or meeting with the parent and student to discuss the agreement, although not required and person-to-person instruction with a tutor (whether on-site or virtual) who can speak to the student in real time.
- *Ensure that all instruction and content are secular, neutral, and non-ideological.
- *Provide tutoring services that are supplemental to the regular school day.
- *Meet all applicable federal, state, and local health, safety, and civil rights laws.
- *Provide evidence upon request that the provider is financially sound.
- *Ensure all employees who will interact with eligible students have undergone background checks per A.R.S §15-512 or A.R.S. §15-534.
- *Provide proof of liability and/or property insurance as appropriate to contracting district/charter holders.
- *Ensure that applicants with multiple sites agree to provide services only at individual sites that meet all criteria independently.

The district/charter/tutor will not:

- *Apply additional admission criteria to eligible students.
- *Employ current employees of the ADE.
- *Consider selection by ADE as an endorsement or guarantee of work, if selected as a provider.
- *Deliver tutoring services in a private residence.